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ABSTRACT

In September 1986 the Rochester City School District (New York) implemented the Peer Assistance and Review (PAR) Program. This program is a pilot project designed to provide internships to new teachers and intervention to tenured teachers who are in need of assistance. The purpose of peer assisted internships is to help develop and retain effective new teachers. The PAR program pairs new teachers (interns) with experienced teachers (mentors) during their first year in the District. Mentors help interns develop and refine their teaching skills and also acquaint the new teachers with their other teaching responsibilities. This paper presents a description of the program and outlines the salient factors involved in a comprehensive evaluation of the program's effectiveness. The purpose of the evaluation was to: (1) determine whether PAR internships have had an impact on developing and retaining good teachers; (2) provide a mechanism for improving the PAR Program; and (3) document efforts contributing to staff development, student achievement, and teacher professionalism. In describing and discussing the program and its evaluation, reflections are included on the implications for policy formation in the District. (JD)

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RCSD MENTOR PROGRAM EVALUATION: THE POLICY IMPLICATIONS

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RCSD MENTOR PROGRAM EVALUATION: THE POLICY IMPLICATIONS

The City of Rochester, New York, provides a prime laboratory for education reform in America's urban schools. Rochester's 32,000 students (70% minority) are served by a teaching staff of almost 2,500. Demographics of Rochester are similar to other cities: 41% of the students are from single-parent families; almost 33% of the district's ninth graders are lost by the time their class graduates; junior high failure rates approach 55% in the core academic subjects; suspensions are numbered in thousands; college-bound seniors comprise 34% of the most recent class. In short, Rochester's failure in urban education is a well documented community concern and a typical one of United States cities.

The recently concluded contractual negotiations brought Rochester into the national spotlight because of the innovations for management and the teachers union. Peter McWalters, the district superintendent, and Adam Urbanski, the union president and an AFT vice-president, developed an agenda for education reform and incorporated many items into the contract. In so doing, both men departed from traditional roles and postures. McWalters agreed that teacher empowerment was a reasonable strategy for improving student outcomes. Urbanski traded union conservatism for a model teaching profession with real decision-making power.

It is unlikely that this agreement would have occurred at this time had other personalities been involved. Peter McWalters did not arrive at the superintendency via the traditional route--coach, principal, city director, assistant superintendent. His common sense approach to problem-solving and his ability to articulate the district's instructional mission have earned him the respect of the community and the Board of Education's support. But McWalters departs from other superintendents in his progressive approach to Rochester's future. Adapting the recommendations of the Carnegie Forum to Rochester's problems was done quickly.

Dr. Adam Urbanski has been a vocal proponent of education reform for several years. For Urbanski, education reform means professionalizing teaching, and that means teacher empowerment. Ironically, to achieve the goal, he has had to work hardest to convince union members that change must be sought and embraced rather than feared. The coincidence that brought Adam Urbanski and Peter McWalters to the collective bargaining table resulted in significant risks for both.

In forging the Rochester contract, the District and the teachers union agreed to change teacher roles and compensation drastically during the next three years. There is no existing practical model for what has been agreed to; there is no guidebook for implementing the education reform features that provide the foundation and framework for the contract. For the principals -- McWalters and Urbanski -- there are obvious career implications. For the District and the union, there is the potential for continued instructional failure at greater expense and, for the union, the "living proof" that teacher empowerment and professionalism is a farce. However, if the Rochester experiment is successful, the potential is even greater.

Nationally, the implications of the Rochester agreement are great. This is an urban district with everything that expression suggests. If educational reform is given a fair trial here, and there is every indication that it will be, its success or failure will set the national agenda. If it succeeds, Rochester's reform elements will be adapted and refined in other cities. If it fails, theorists cannot complain about the lack of an

"urban laboratory." Critics of education can sigh collectively in relief: they can escape paying the bill for improving schools through professionalizing teaching.

The Rochester agreement, a subscription to education reform, represents a commitment to structural change. The new labor-management relationship requires cooperation; administration involves teachers in decision-making and teachers accept greater responsibility for student outcomes. Both sides expect to achieve goals as a result: teachers will enjoy recognition as professionals and the school district will see an improvement in student performance.

Obviously, much of the teachers contract remains theoretical. Several sections describe "agreements to agree" during the next three years. The career in teaching proposal, staffing of restructured schools, implementation of home based guidance and school based planning, voluntary transfer changes, and several joint committees are stated in the agreement, along with an intention to work cooperatively towards their realization. The changes will be significant for the district. Roles and relationships of teachers and administrators will be altered in order to accomplish what has been planned.

Among the provisions that make the Rochester contract a radical departure from previous teacher pacts are the following:

- SALARY IMPROVEMENTS: First year teachers will be paid $23,483 in 1987-88, $26,067 in 1988-89 and $28,935 in 1989-90. A similar 11% raise in years two and three for all teachers will bring average salaries in Rochester to over $40,000. The intent of such salary boosts is to make teaching attractive to new and experienced teachers. It is hoped that the higher salary will attract the best candidates for Rochester's openings and will reflect the District's belief that the teacher is the most important element in education.

- REVISION OF SALARY INDEX: Prior to this agreement, Rochester's salary index was typical in that it stretched longevity pay increases over 26 years and provided additional pay for graduate hours up to a doctorate degree. The new index has twelve steps and only four columns; the columns are reflective of Career Ladder designations rather than accumulated graduate hours. An underlying assumption is that teaching professionals will update credentials as is necessary to maintain current knowledge. The contract provides for district reimbursement of tuition costs for approved courses once a teacher has received permanent certification (masters degree) and tenure.

- LONGER WORK YEAR: Teachers new to the district will commit to five days of orientation/in-service prior to or during the first year. All teachers will add three days in 1988-89 and two more days in 1989-90 for staff development. The District expects more effective curriculum implementation now that in-service time is contractually provided.

- CAREER IN TEACHING PLAN: Rochester's Career Ladder plan reflects the recommendations of the Carnegie Forum. It includes four "rungs": Intern-first year teachers; Resident-successful interns working for certification and tenure (second through fifth years); Professional Teachers - fully certified and tenured teaching staff; Lead Teachers - professional teachers who apply and are selected for roles requiring additional duties and/or time commitments. Lead Teacher designation shall carry a salary stipend which may boost Professional Teacher salaries to more than $60,000. The Career In Teaching

Plan will give Rochester's professional staff the chance to be promoted and remain teachers. Lead Teachers will continue to teach, at least part time; they may participate in peer review, curriculum design, the mentor teacher program, staff development, adjunct faculty programs at local colleges, as demonstration teachers. Lead Teachers will accept assignments in the district identified as the "most challenging" classes and situations.

- SCHOOL BASED PLANNING: The union and management agreed to alter the decision-making process at the school level by developing school-based planning teams. Such teams would include representatives of a school site's constituents and would be responsible for local decisions. Teachers would have equal representation on such committees. Items for consideration may include staff development, local school budget decisions, voluntary staff changes, community use of a building, etc.

During the 1986/87 school year, the implementation of the Peer Assistance and Review Program (PAR) gave Rochester a head start on educational reform initiatives. The Peer Assistance and Review Program is a pilot project designed to provide internships for new teachers. The purpose of peer assisted internships is to help develop and retain effective new teachers by pairing new teachers (interns) with experienced teachers (mentors). (See Appendix A for a description of the PAR Program.)

The 1986/87 PAR Program evaluation efforts focused on surveying the 460 teachers newly employed by the District--roughly 20% of the teaching staff. Some of the new hires (38.2%) were interns under the PAR Program; the remaining new teachers (61.8%) were not served by the Program and, for the purposes of the evaluation, are referred to as non-interns. The data documented systemic issues and identified District trends which had previously been unverified. For the first time information collected from a sizeable sample of teachers was used to analyze District policies and practices affecting newly hired teachers. (See Appendix B for a description of the PAR Evaluation.)

The PAR Program evaluation arrived at a time when policy makers were poised to change the District's direction. Initiatives from the new teachers contract will immediately work to address some of the issues identified by the PAR Program evaluation. Yet other areas remain unaddressed at this time, causing concern that our major gains toward educational reform may be impeded or obstructed. Some of these concerns are identified and discussed below. Each concern is related to appropriate innovations in the contract and implications for future policy initiatives are stated.

ATTRACTING AND HIRING THE BEST CANDIDATES

The 40% increase in teachers' salaries over the three year life of the new teachers'contract has caused local controversy and a certain amount of national notoriety. The point is not to pay teachers more to do the same thing harder. We already know that our current system is not working. Successful student outcomes will only come from radical structural change. This new contract provides the framework for that change to occur. Teachers are both empowered and accountable. They will receive more competitive salaries--salaries on which teachers can afford to be teachers.

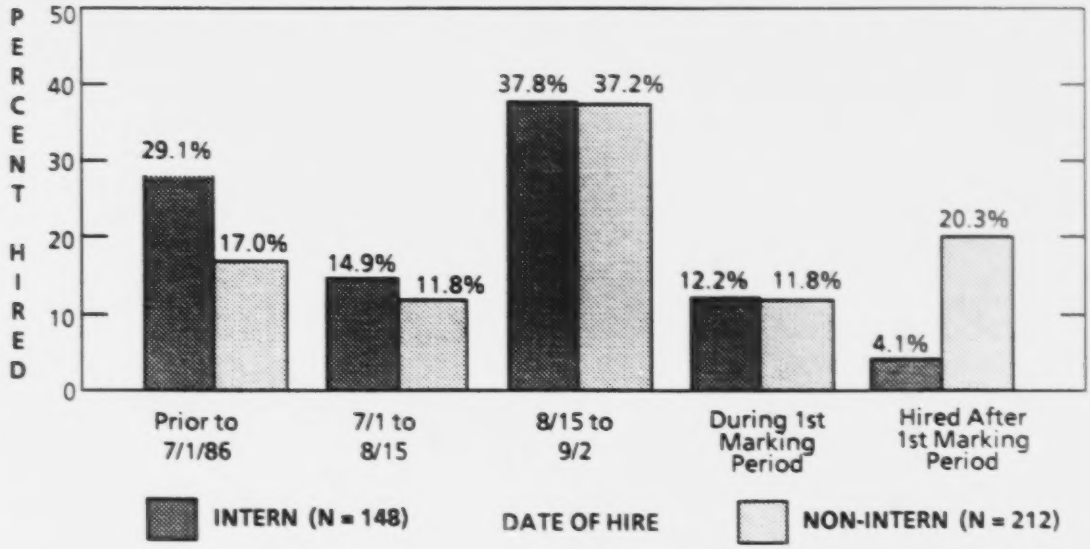
Last year, RCSD hired close to 20% of its teaching work force. This year's figures reveal a similar trend. To date there has not been a shortage of teacher applicants. Assume that we will continue to hire from 350 to 500 individuals (anywhere from 15%-20% of the work force) each year. The starting salaries and benefits are attractive, and the role of the teacher in the District is appealing. But WHO is it that we want to hire?

Ask this question to the Board of Education, the Superintendent, the RTA President, the Personnel Directors and the Principals. Their response is the same, "The best candidate!" No matter that "best" has yet to be universally defined; we are looking for the "crème de la crème". The District is committed to affirmative action. We are committed to hiring individuals who embrace the District philosophy that all children can and will learn. And we are committed to hiring individuals who are knowledgeable about educational reform. In essence, we are looking for teachers who will make a difference, teachers who will thrive on the challenges and opportunities offered only by an urban district.

While the desire to find and hire the best candidate and the willingness to compensate them are in place, our good intentions may be negated as a result of problems inherent to our hiring practices.

Take for example the hiring dates of last year's new teachers. As shown in Table 1: DATE OF HIRE FOR INTERNS AND NON-INTERNS, only 44.0% of the interns and 28.8% of the non-interns were hired by mid August. In the two weeks before school started, another 37.8% of the interns and 37.2% of the non-interns were hired.

TABLE 1: DATE OF HIRE FOR INTERNS AND NON-INTERNS
1986-87 SCHOOL YEAR



A variety of factors contribute to the late date of hire. Accurate identification of open positions seems to be the major problem. And this results from a variety of causes such as: late resignations, requirements for posting positions, processing of voluntary transfer requests, vacancies resulting from promotion or the filling of mentor positions, enrollment and scheduling changes, addition of new programs, vacations, and summer school results.

POLICY IMPLICATION 1:

The major implication of late hiring practices is that another district has probably offered the best candidates positions while we were trying to identify whether we had openings to fill.

POLICY IMPLICATION 2:

If we aren't getting the best candidates, then who are we getting or who are we settling for? With less than the best, will the District be able to achieve its goals of improved student outcomes?

POLICY IMPLICATION 3:

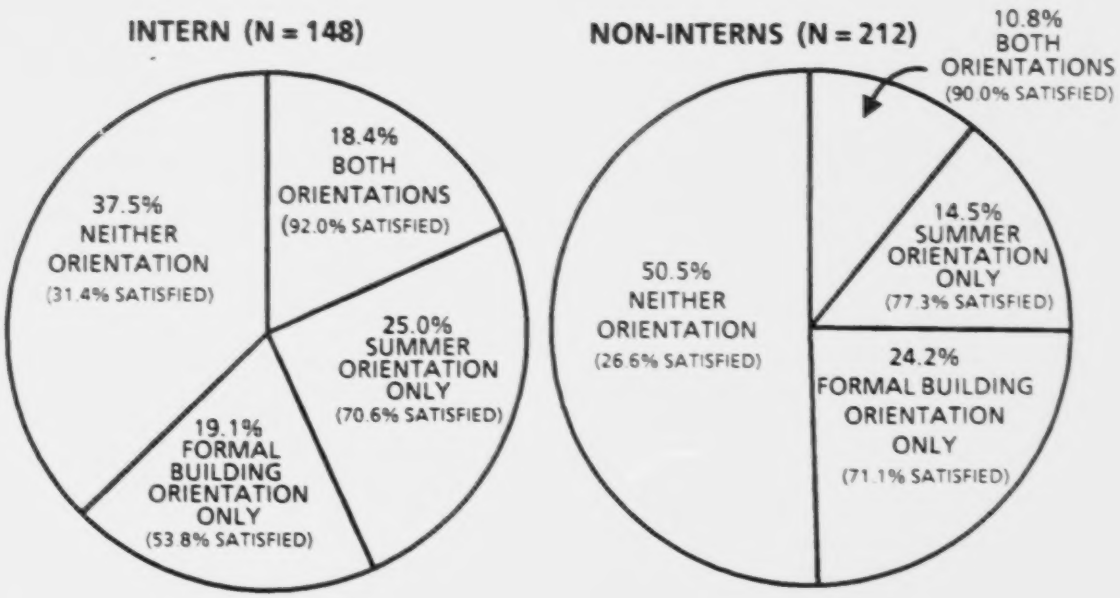
Will the community continue to support the salary structure without commensurate gains in student outcomes?

MANDATED ORIENTATION

The new "late" hire also may miss the opportunity to participate in the 5 day summer orientation offered during the 3rd week of August. Contractually, new hires are now required to participate in 5 days of orientation. The district summer orientation is augmented by a formal building orientation. As shown in Table 2:

PERCENT INTERNS AND NON-INTERNS RECEIVING DISTRICT SUMMER AND FORMAL BUILDING ORIENTATIONS AND PERCENT SATISFIED WITH ORIENTATIONS RECEIVED, a substantial number of interns and non-interns received neither a summer nor a formal building orientation. Over 90% of the interns and non-interns who had both orientations were satisfied with the orientations they received.

TABLE 2: PERCENT INTERNS AND NON-INTERNS RECEIVING DISTRICT SUMMER AND FORMAL BUILDING ORIENTATIONS AND PERCENT SATISFIED WITH ORIENTATIONS RECEIVED 1986-87 SCHOOL YEAR


INTERN (N = 148)
18.4% BOTH ORIENTATIONS (92.0% SATISFIED)
25.0% SUMMER ORIENTATION ONLY (70.6% SATISFIED)
19.1% FORMAL BUILDING ORIENTATION ONLY (53.8% SATISFIED)
37.5% NEITHER ORIENTATION (31.4% SATISFIED)
NON-INTERNS (N = 212)
10.8% BOTH ORIENTATIONS (90.0% SATISFIED)
14.5% SUMMER ORIENTATION ONLY (77.3% SATISFIED)
24.2% FORMAL BUILDING ORIENTATION ONLY (71.1% SATISFIED)
50.5% NEITHER ORIENTATION (26.6% SATISFIED)

The summer orientation during the 1986/87 school year was voluntary. Now new hires will be contractually obligated to participate in 5 days of district orientation. All building principals have been instructed to provide formal building orientations to new hires. Logistically, it is easier and more practical to schedule 5 days of orientation during the summer. Needed information regarding curriculum, and preparation and procedures for the first few weeks of school are covered. Missing this information puts the new hire at a distinct disadvantage on the first day of classes.

In addition to the 5 days of mandated orientation, all teachers are required contractually to participate in 3 extra days of inservice and school based planning in 1988 and 5 extra days in 1989. It is envisioned that those days may proceed the opening of school.

POLICY IMPLICATION 4:

How and when will these extra obligated days be delivered to the District if in fact a teacher isn't hired until the first week of school?

WILL NEW TEACHERS MEET DISTRICT'S EXPECTATIONS IN PREPAREDNESS

The starting salaries for interns went from $18,854 in 1986/87 to $23,483 in the first year of the new contract and will rise to $28,935 in 1989/90. Other salaries on the new 12 step scale have made commensurate gains: a $4,500 increase in 1987/88; and an 11% increase for each of the following two years.

Fiscally, when hiring new teachers, it seems most prudent to hire at the lowest end of the scale. Lowest end of the scale usually equates with least amount of experience, possibly only a Bachelors degree with a provisional teaching license.

To date, only a very small percent of the new hires have been "green" teachers. During the 1986/87 year, only 13.5% of the interns and 4.7% of the non-interns did not have previous teaching experience. In hiring and investing in teachers, the District wants to ensure that those individuals hired at the entry levels are truly able to handle the rigors of teaching in an urban environment. Are new teachers adequately prepared by their college experiences to work effectively in a city school district?

Through the evaluation of the PAR Program, interns and non-interns were asked a series of questions regarding how well they felt their college experiences prepared them for their teaching career. It was anticipated that this information would be invaluable to our Office of Staff Development and local institutions of higher education. The evaluation revealed the following information:

- Before graduation from college, 67.6% of the interns and 58.5% of the non-interns intended to work in an urban district.

- Prior to working with the RCSD, 59.9% of the interns and non-interns had worked with urban children.

ADEQUACY OF COLLEGE PREPARATION FOR TEACHING:

- 78.4% of the interns and 86.3% of the non-interns felt prepared to teach their content area.

- 46.6% of the interns and 58.5% of the non-interns felt prepared to establish an effective classroom management system.

- 42.5% of the interns and 42.7% of the non-interns felt prepared to address the diverse needs of urban youth.

ADEQUACY OF STUDENT TEACHING EXPERIENCES:

- 83.1% of the interns and 80.7% of the non-interns felt that their student teaching experiences prepared them to assume their teaching responsibilities.

- 41.2% of the interns and 29.4% of the non-interns had student teaching experiences with RCSD.

- Of those with RCSD student teaching experience, 92.7% felt prepared to assume their teaching responsibilities.

It's important to note that 1 in 3 new RCSD teachers had not planned to work in an urban school district. This may have effected the types of courses an education major decided to take or not to take in preparation for their teaching career. In addition, 2 in 5 teachers had never worked with urban children prior to coming to RCSD.

Teachers, administrators and parents should be concerned that some teachers did not feel adequately prepared to teach their content area. We should be alarmed that a majority of new teachers did not feel prepared to establish an effective classroom management system and that even more did not feel prepared to address the diverse needs of urban youth.

Three hundred interns and non-interns recommended 533 improvements to existing undergraduate curricula to better prepare teachers to work in urban environments. As shown in Table 3: INTERN AND NON-INTERN RECOMMENDATIONS FOR IMPOVING THE UNDERGRADUATE CURRICULUM TO BETTER PREPARE TEACHERS TO WORK IN AN URBAN DISTRICT, responses fell into 10 major categories. Based on the interns' and non-interns' feelings that their college experiences did not prepare them to teach in an urban environment, it is not surprising that 80% of the responses fell in the following five categories: 1) Urban/multicultural studies; 2) Classroom management/effective discipline; 3) Longer/more/different exposures to teaching; 4) Instructional planning/preparation/content areas; and 5) Urban student teaching experiences.

In New York State, teachers receive permanent certification only after they have completed a Masters degree. Completion of the degree must occur within a five year period, beginning with their first year of teaching. Seventy-two percent of the interns and 47.2% of the non-interns do not yet have permanent certification. Many teachers are enrolled or matriculated in graduate education courses in one of the five local institutions of higher education. Forty-eight percent of the interns and 37.3% of the non-interns claim to be actively working toward an advanced degree or certification.

Required and self-motivated professional development provides the opportunity for the District to work with local higher education institutions to improve the education and preparation of teachers.

POLICY IMPLICATION 5:

By using information generated from the PAR evaluation, the District must work through existing and new channels to develop or affect the development of appropriate, relevant courses that will help RCSD teachers to be more effective in an urban setting.

POLICY IMPLICATION 6:

Since many teachers indicated the need for pre-teaching experience to include more extensive experience in an urban setting before and beyond student teaching the District must work intently to become a more active partner in undergraduate and graduate teacher education and training..

TABLE 3: INTERN AND NON-INTERN RECOMMENDTIONS FOR IMPROVING THE UNDERGRADUATE CURRICULUM TO BETTER PREPARE TEACHERS TO WORK IN AN URBAN DISTRICT.

% RESPONSES	EXAMPLES OF INTERN AND NON-INTERN RESPONSES BY MAJOR CATEGORY
21.2%	URBAN/MULTICULTURAL STUDIES: In depth study of the standards and values that urban children and their parents uphold or see as important; Prepare materials for urban students and have a course designed i.e. "Teaching the Urban Child"; More emphasis on dealing with severely deprived, unmotivated, poor children; Offer a course specifically designed to prepare one to work in an urban school district. This should include discipline, special needs and parent communication; Guest lecturers teachers who successfully work with urban students; A teacher should study multiculturalism and have first hand experience in a different culture; Case study review of many disadvantaged children.
17.8%	CLASSROOM MANAGEMENT/EFFECTIVE DISCIPLINE: More concentration on classroom management for urban instruction presented by someone IN the classroom; Practical management ideas not just theories; Classes which stress classroom management with difficult children; Intense classroom management/ discipline, with role plays or brief situations would be helpful; Class in managing classroom with more than one reading/math group; Intense preparation for teaching disruptive youth; More discipline ideas and a place to try them out; Video tapes of actual classroom behavior; Effective and ineffective discipline methods.
16.3%	LONGER/MORE/DIFFERENT EXPOSURE TO TEACHING: More real experiences in teaching, less theory; Working in different classrooms by sophomore year; Observation time of teachers in action BEFORE student teaching; More hands on experience--diversity of experiences; Student teaching should last an entire school year; Require student teaching in both upper and lower level elementary classrooms; More interaction with schools besides student teaching.
13.3%	INSTRUCTIONAL PLANNING/PREPARATION/CONTENT AREAS: Science and social studies curriculums that promote high interest; Creativity in the classroom; Video tapes of various effective instructional programs; More focus on teacher preparation and developing lesson plans; Course based on the 1st month of school--grouping, materials, different class strategies; More content area courses should be offered; Have courses on HOW to teach a subject--including topics students have a hard time with and tricks to make it easier; More on how to deal with a wide range of abilities; Course on practical aspects of instruction (homework, testing, etc.); How to supplement materials to adequately teach without spending dollars.
11.8%	URBAN STUDENT TEACHING OR EXPERIENCE: Urban student teaching (each student teacher should work in a city school!); Require that at least half of the student teaching experience be in an urban district; Try to student teach BEFORE the senior year in an urban setting; Actual work/internship in schools to deal with social problems of urban youth; Have a semester work/study program at a city neighborhood center.
8.4%	BEHAVIOR MODIFICATION/CHILD PSYCHOLOGY/MOTIVATION: How to deal effectively and consistently with inappropriate behaviors; Specific age related behavior modification programs; Simulation of behavior plans that don't work--what do you do next; More in depth study of adolescent psychology; How to motivate the unmotivated--a course that explores how to "turn on" the T.V. generation and those into drugs or street society; Teaching children with poor skills, attitudes and work habits; Course on motivation and discipline taught by someone with experience in urban education.
4.5%	REALITY/URBAN POLITICS: Coping in inner city schools--what might hinder your PERFECT educational setting and how to deal with the difficulties that arise (PRACTICAL IDEAS); Internal politics of school administration; Realistic educational courses dealing with current problems; More "real life" information given in place of theory classes!; Advisors should be available, knowledgeable and genuinely able to advise the student.
2.4%	PARENT COMMUNICATION: Training on how to work with parents who are often uninvolved; Enlisting home support--a booklet of strategies; Have students be more aware of FAMILY situations--take sociology course, counseling.
2.1%	STUDENT ASSESSMENT: Coursework in identifying children with learning disabilities, handicapping conditions; Expectation of student achievement should not differ because of environment; Mandate course in learning disabilities.
2.1%	MISCELLANEOUS: Union--negotiations--contracts--teacher/student rights; Fewer electives; Teachers and the law; Alternative high school diplomas.

CAREER IN TEACHING PLAN

The Career In Teaching Plan establishes four levels of career development for teachers in the Rochester City School District. The four levels are: 1) Intern; 2) Resident; 3) Professional Teacher; and 4) Lead Teacher. While the levels have not been fully defined, the one year internship for new teachers will closely resemble the internships established under the PAR Program. Successful interns will become residents in their second year and remain as such until they have tenured status in the District. Both the internship and the residency are viewed as intensive periods of professional growth for the teacher, as well as, the period during which the District needs to determine whether the teacher continues employment with the RCSD.

Professional teachers are tenured, permanently certified teachers. The Professional teacher status is a prerequistite for acceptance to a Lead Teacher position. It is envisioned that mentors will be designated as Lead Teachers. As Lead Teachers, mentors will continue to help interns to develop and refine their teaching skills.

Professional and Lead teachers will be contractually responsible for addressing an old problem: the assignment of the most difficult classes to the newest, often least prepared, teachers. The incidence of this was well documented by the PAR evaluation. Traditionally, the least senior members of a building staff are assigned to the least desirable, most difficult classes. According to the mentors, 41.2% of the interns had difficult assignments beyond the capabilities of new teachers.

At the elementary level, mentors identified that 41.3% of the interns had difficult assignments such as: classes loaded with behavior problems, slow students and at-risk students; split grades; and large classes. The elementary mentors identified that 23 of the 77 elementary interns (29.9%) were assigned to teach split grades.

Special Ed mentors identified that 34.1% of their interns had difficult assignments such as: emotionally handicapped students; senior high learning disabled option 2 classes; and classes in which the emotional stability of students was in crisis proportions.

Secondary mentors said that 48.2% of their interns had difficult assignments such as: large numbers of preparations; large classes with difficult students; all non-regents classes; abnormal numbers of assignments; and classes in unfamiliar subject areas.

Based on their experiences this year, interns and non-interns were asked how accurate the following statement was, "Sometimes it is said that tenured teachers are assigned to the 'good' or less difficult classes, while new teachers are assigned to the toughest classes."

- 67.6% of the interns and 53.8% of the non-interns said that the statement was very accurate or somewhat accurate.
- 31.0% of the interns and 33.2% of the non-interns said that the statement was somewhat inaccurate or very inaccurate.

To further compound a difficult situation, new teachers are often not informed of their building location, and class or subject assignments until right before or even after school has begun.

TABLE 4A

DATE INTERNS AND NON-INTERNS INFORMED OF BUILDING LOCATION
1986-87 SCHOOL YEAR

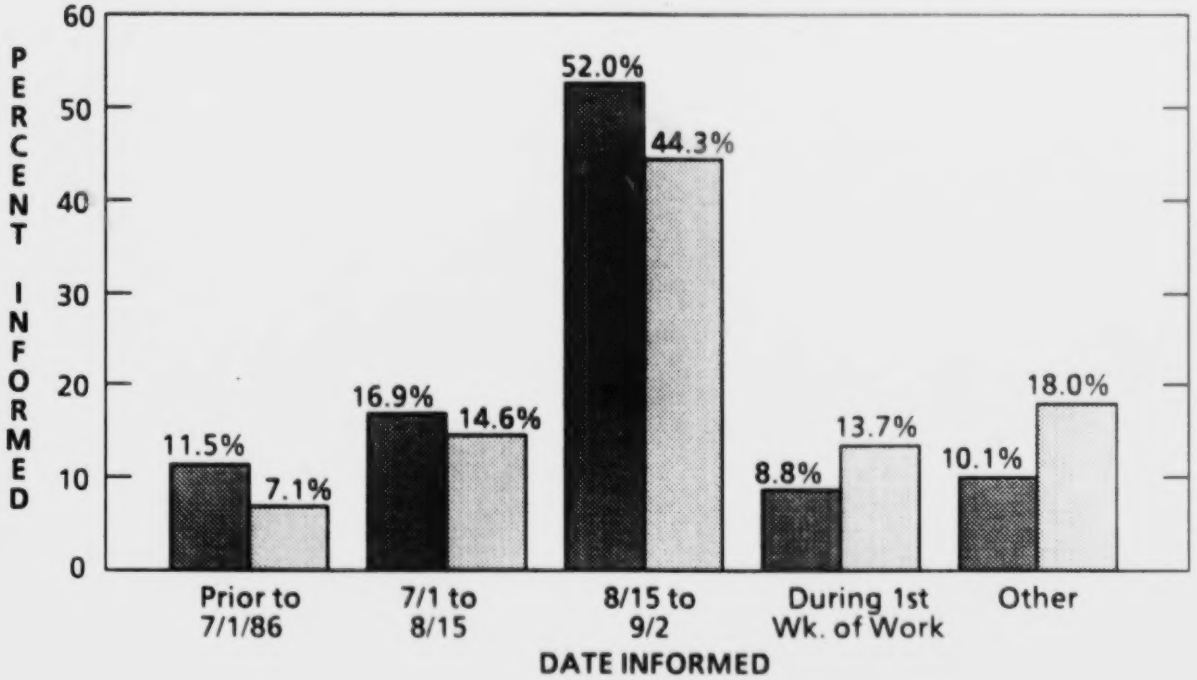
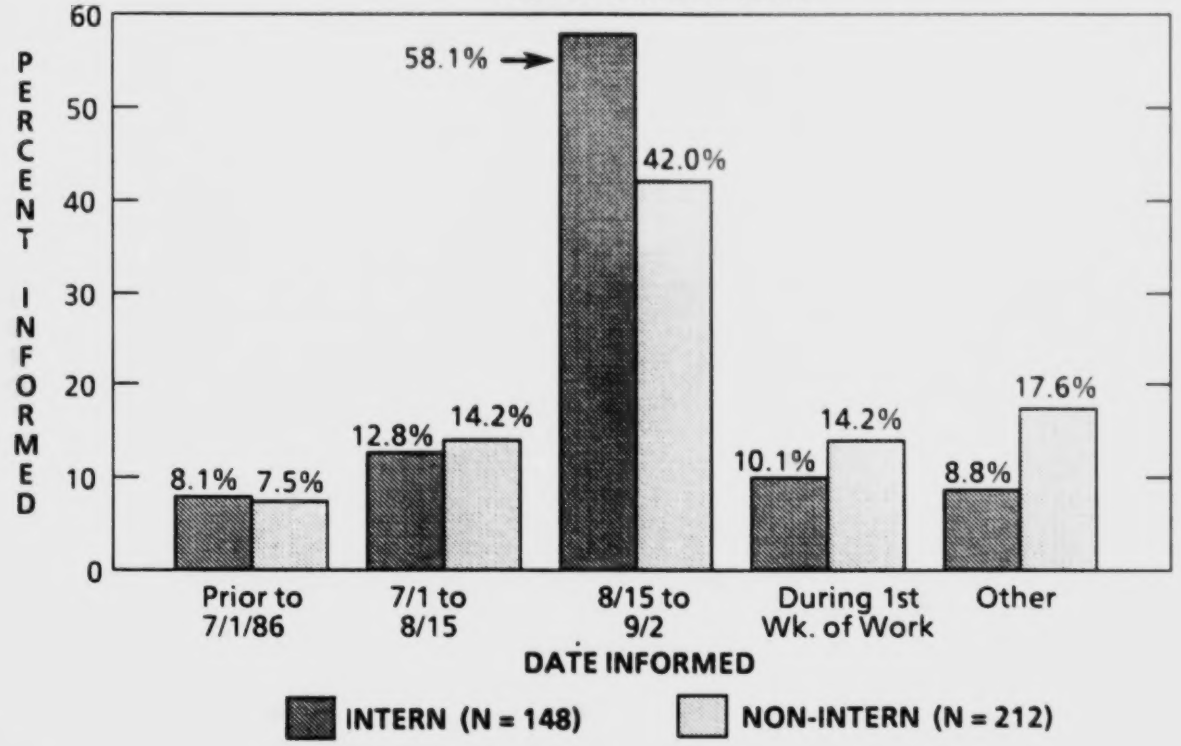


TABLE 4B

DATE INTERNS AND NON-INTERNS INFORMED OF CLASS/SUBJECT ASSIGNMENTS
1986-87 SCHOOL YEAR



As Tables 4A and 4B illustrate, a majority of interns and non-interns were not informed of their building and class or subject assignments until two weeks prior to the opening of school or during the first week.

The institution of the Career In Teaching Plan should result in a change in type of assignment for less experienced teachers. According to the Plan, Lead Teachers would agree to accept the most difficult classes. Split grade classes will be assigned to both Professional and Lead Teachers. The District will now have the ability to match its best professionals with students having the greatest need. It is likely, however, the number of difficult assignments will far exceed the number of Lead Teachers.

Identifying open positions sooner to ensure the early hiring of the "best candidates" will also allow Personnel to inform new teachers of their teaching and building assignments sooner. In addition, mentors will be able to meet with interns prior to the start of school to help them prepare for the first few weeks of school.

POLICY IMPLICATION 7:

Since difficult class assignments have been raised as an issue by the PAR evaluation and are being addressed to the extent possible by the contract through the assignment of Lead Teachers to these classes, management will have to carefully review the nature and development of these assignments.

POLICY IMPLICATION 8:

Improving student outcomes will be, in part, the result of reviewing and changing policies and practices that hinder the realization of the District's mission.

NEED FOR ASSISTANCE

Based on intern responses to the SURVEY OF TEACHERS PARTICIPATING IN THE MENTOR PROGRAM, a majority (75.3%) of interns felt confident or very confident about their teaching abilities after the first week of school. However, 20.3% of the interns were not very confident; and a small percentage (4.1%) were not confident at all about their teaching abilities.

Despite the interns' apparent confidence concerning their teaching abilities, most of the interns (90.6%) felt that they needed help--ranging from pointers to a lot of assistance--in developing their teaching skills during the school year. Most of the interns (91.1%) also felt that they needed assistance in handling their other areas of responsibilities, e.g., ordering supplies, finding out about the curriculum, handling paperwork. (See TABLE 5)

TABLE 5: INTERN NEED FOR ASSISTANCE IN DEVELOPING TEACHING SKILLS AND HANDLING OTHER AREAS OF RESPONSIBILITY.

TYPE OF ASSISTANCE NEEDED	AMOUNT OF ASSISTANCE NEEDED			
	A Lot	Some	A Little	None
A. Developing teaching skills.	9.5%	49.3%	31.8%	8.1%
B. Handling other areas of responsibilities	15.5%	48.6%	27.0%	8.8%

During the development of the SURVEY, the mentors identified 30 key teaching skills (e.g., handling discipline problems, using motivation techniques) and areas of responsibility (e.g., securing teaching materials, learning administrative procedures) that they had assisted interns to develop and refine. To assess the interns' perceptions of what their needs were as new teachers and who they relied on most for assistance, the SURVEY specifically asked whether the interns needed assistance during the year and whom they relied on most for assistance in each of the 30 key skills or areas of responsibility.

Some interns indicated that they needed assistance in only a few of the areas while others indicated that they needed assistance in all areas. Most interns, however, relied on the combined efforts of their mentor, supervisor or other administrator, and colleagues for assistance and support during the year.

Interns were asked, "How helpful do you feel that your mentor was in assisting you to develop your skills as a teacher?" As illustrated in TABLE 6, 83.1% of the interns felt that their mentors were helpful in developing their teaching skills and 75.0% said that their mentors were helpful in assisting them to handle their other areas of responsibility.

TABLE 6: INTERN PERCEPTION OF HOW HELPFUL MENTORS WERE IN ASSISTING THEM TO DEVELOP TEACHING SKILLS AND HANDLING OTHER RESPONSIBILITIES.

DEVELOPING SKILLS	HANDLING RESPON-SIBILITIES	INTERN RESPONSE
83.1%	75.0%	Helpful
6.1%	7.5%	Unhelpful
3.4%	9.5%	I had other assistance
4.7%	5.4%	I did not need assistance

Of the 30 key teaching skills and areas of responsibility, 50% or more of the interns indicated that they needed assistance in the following nineteen activities: a) moral support and encouragement; b) understanding building policies; c) securing teaching materials; d) learning administrative procedures; e) learning about annual

testing requirements; f) securing supplies; g) handling discipline problems; h) improving instructional skills; i) classroom management; j) interpreting District policies; k) securing equipment; l) understanding their contractual rights; m) referring students in need of special assistance; n) knowledge of the curriculum; o) using motivation techniques; p) accessing student records; q) providing for individual student differences; r) working with parents of difficult children; s) and assessing and evaluating student achievement.

TABLE 7 lists in rank order: a) each of the nineteen activities for which more than 50% of the interns said that they needed assistance; b) the percent needing assistance during the year; c) who the greatest number of interns relied on most for assistance (either the mentor, supervisor or other administrator, or colleagues); and d) the corresponding percent of interns relying on that individual. The corresponding percent is based on the numbers of interns needing assistance, not all interns.

As shown in TABLE 7, interns relied on mentors more often than administrators or colleagues for assistance. Interns, however, relied most on colleagues for understanding building procedures, and most on administrators for learning administrative procedures, learning about annual testing requirements, and referring students in need of special assistance. Intern reliance on colleagues and administrators for building based information is hardly surprising since only 33.1% of the interns said that their school is their mentor's home school.

TABLE 7: TYPES OF ASSISTANCE NEEDED BY INTERNS BY RANK ORDER, PERCENT OF INTERNS NEEDING ASSISTANCE DURING THE YEAR, WHOM THE GREATEST NUMBER OF INTERNS RELIED ON MOST, AND CORRESPONDING PERCENT OF INTERNS RELYING ON THAT INDIVIDUAL

TYPE OF ASSISTANCE NEEDED BY RANK ORDER	% NEEDING ASSISTANCE	PERSON MOST RELIED ON	PERCENT RELYING ON PERSON
Moral support and encouragement	89.9%	Mentor	70.8%
Understanding building policies	87.8%	Colleague	40.0%
Securing teaching materials	86.5%	Mentor	53.3%
Learning administrative procedures	85.1%	Admin.	42.1%
Learning about annual testing requirements	85.1%	Admin.	42.1%
Securing supplies	82.4%	Mentor	41.5%
Handling discipline problems	77.0%	Mentor	49.5%
Improving instructional skills	77.0%	Mentor	71.3%
Classroom management	75.7%	Mentor	69.5%
Interpreting District Policies	75.7%	Mentor	50.9%
Securing equipment	74.3%	Mentor	36.2%
Understanding your contractual rights	69.6%	Mentor	48.5%
Referring students needing special assistance	68.2%	Admin.	37.8%
Knowledge of the curriculum	64.9%	Mentor	58.2%
Using motivation techniques	61.5%	Mentor	77.3%
Accessing student records	57.4%	Mentor	42.7%
Providing for individual student differences	56.8%	Mentor	67.5%
Working with parents of difficult children	53.4%	Mentor	53.6%
Assessing and evaluating student achievement	52.0%	Mentor	50.6%

Mentors were chosen as a result of a process that screened for quality in teaching abilities and other related areas. The majority (89.9%) of interns felt that their mentor was qualified to provide the mentor service.

Ninety-one percent of the interns trusted their mentor's advice most of the time (with 55% trusting mentor advise all of the time). Ninety-one percent of the interns felt that their mentors listened to their ideas about teaching most of the time (with 68% indicating mentors listened all of the time). Eight-one percent of the interns felt that their mentor helped them to build their confidence in their abilities as a teacher.

In responding to, "How supportive do you feel that your mentor was of your efforts as a teacher?", 74.3% of the interns felt that their mentor was very supportive, 18.2% felt their mentor was supportive, 4.1% felt their mentor was unsupportive, and 0.7% (one intern) felt their mentor was very unsupportive. In all, 92.5% of the interns felt that their mentor was either supportive or very supportive of their efforts as a new teacher in the District.

The Rochester PAR Program was funded through grants from the New York State Education Department and supported by local monies. Although specific costs are still being analyzed, estimates of internship costs are approximately $7,000 for each intern.

POLICY IMPLICATION 9:

As on-going evaluation procedures continue to show the benefits of the intern-mentor program, districts and state education departments must be willing to invest considerable resources in the refining and developing the program.

CONCLUSION

The PAR Program Evaluation provides timely information regarding systemic issues. Our identification of these issues and problems provides us with the opportunity to make systems changes that otherwise may have impeded implementation of the District's reform initiatives. Some problems result from District policies and practices. These problems, in part, are addressed through changes in the teachers contract. Other problems require changes in operations, especially as related to Personnel practices. Some systemic problems, i.e., teacher preparedness, have an impact on the District, yet are not district derived. District collaboration with local colleges and universities, along with presentation of relevant results to appropriate audiences will increase our chances of affecting positive change in teacher education and training.

APPENDIX A

APPENDIX A

PEER ASSISTANCE AND REVIEW PROGRAM
1986/87 DESCRIPTION AND EVALUATION

INTRODUCTION

In September 1986, Rochester City School District in cooperation with the Rochester Teachers Association, AFT/NYSUT, implemented the Peer Assistance and Review (PAR) Program. The Peer Assistance and Review Program is a pilot project designed to provide internships to new teachers and intervention to tenured teachers who are in need of assistance.

The purpose of peer assisted internships is to help develop and retain effective new teachers. The PAR Program pairs new teachers (interns) with experienced teachers (mentors) during their first year in the District. Mentors help interns to develop and refine their teaching skills; mentors also acquaint these new teachers with their other teaching responsibilities.

The District received State and local funds to evaluate PAR internships. The purpose of the evaluation is threefold: a) to determine whether PAR internships have had an impact on developing and retaining good teachers; b) to provide a mechanism for improving the PAR program by documenting effective and ineffective practices; and c) to document efforts contributing to staff development, student achievement and teacher professionalism. This is the first year of a multi-year evaluation.

While the PAR Program evaluation seeks to further research on mentor/intern relationships, the evaluation also provides local school officials with the unique opportunity to examine how existing policies and practices affect newly hired teachers. Recognizing that the experiences of new teachers are affected by actions and policies beyond the scope of the mentor/intern relationship, the program evaluation also examined the teachers' perceptions on training, hiring practices, orientation, teaching assignments, and teacher evaluation.

DEVELOPMENT OF THE PAR PROGRAM AGREEMENT

Development of the Peer Assistance and Review Program Agreement began in the summer of 1985. The proposed program required changes in working conditions necessitating bi-lateral negotiations between the Rochester City School District (RCSD) and the Rochester Teachers Association (RTA).

The proposed agreement for the PAR Program was patterned after a mentor program in Toledo, Ohio called the Toledo Plan. Like the Toledo Plan, the PAR Program Agreement provided for consulting teachers (mentors) to: a) assist and evaluate beginning teachers, and b) help improve the performance of experienced teachers in need of remediation. Under both the Toledo Plan and the PAR Agreement, the consulting teachers are charged with the responsibility of recommending which teachers are competent to teach beyond their first year.

During the 1985/86 school year, the proposed PAR Program went through a series of changes based on input from the RTA Representative Assembly and Central Office administrators. The Superintendent of Schools and the RTA President strongly

supported the concept and actively participated in negotiations. ASAR, the administrators' Union, did not support the concept and declined invitations to participate in program development.

The provisions of the PAR Program agreement were finalized in March of 1986. In May, the Board of Education adopted and the RTA Representative Assembly ratified the agreement for the 1986/87 school year. Implementation of the PAR Program began immediately to ensure that mentors would be available to assist interns in September.

THE NEW YORK STATE MENTOR TEACHER-INTERNSHIP PROGRAM

Concurrent with the development of Rochester's Peer Assistance and Review Program, the New York State Legislature amended Section 3033 of the State law to provide for a New York State Mentor Teacher-Internship Program. The amendment authorizes local boards of education to apply for funds and to participate in the State's Mentor Teacher-Internship Program.

The Mentor Teacher-Internship Program was developed in anticipation of State Department of Education plans to mandate one year internships as part of the teacher certification process beginning in 1991. By funding and observing local pilot projects, the State hopes to identify problems, issues and successful aspects of a variety of internship models. It is anticipated that these experiences will be used in developing the statute and regulations for the mandated internship.

In June, Rochester City School District responded to the State Education Department's Request for Proposals under the Mentor Teacher-Internship Competitive Grant Program. The Peer Assistance and Review Program Agreement provided the basis for the District's proposal. During the summer, RCSD received verbal notice of the State's intention to fund the District's proposal.

In August, Section 3033 was further amended as a result of concerns voiced by New York State United Teachers (NYSUT) and others regarding the protection of tenure, seniority and other rights for teachers who assumed the role of mentors. Several important differences developed between RCSD's program and the State's Mentor Teacher-Internship Program including full time release for Rochester mentors instead of part-time release, and Rochester mentors participating in teachers evaluation which was prohibited by the legislation.

These differences provided the legal basis for a suit filed by the Administrators and Supervisors Association of Rochester attempting to bar implementation of the PAR Program. The administrators' lawsuit, heard in the New York State Supreme Court, named Superintendent Peter McWalters, the Board of Education, and the Rochester Teachers Association as respondents. Justice Andrew Siracuse dismissed the petition in June of 1987, noting that the plaintiffs did establish that administrators' functions would be shared by mentor teachers, but that the effect was not proved to be harmful to administrators. The administrators' union has appealed the decision to the Appellate Division of the State Supreme Court.

In the Spring of 1987, special State legislation deemed that school districts with mentor teacher-internship programs negotiated and agreed to pursuant to Article 14 of the Civil Service Law prior to August 1, 1986, were in compliance with the provisions of section 3033. This special legislation allowed Rochester to operate

according to the PAR Program agreement, despite differences with the Statutory requirements and the Commissioner's regulations.

GOALS OF THE PAR PROGRAM

The PAR Program Negotiated Agreement provides for two distinct services to be offered: internship and intervention. While both services reflect the desire of the RCSD and RTA to establish and maintain the most effective cadre of teachers possible, the target population for the services are different. Internships are available to new teachers, while intervention is available to tenured teachers who continue to experience difficulties in teaching after traditional remediation efforts have been exhausted.

In brief, the five major goals of the Peer Assistance and Review Program are:

1. To retain good teachers.

2. To develop effective new teachers.

3. To provide opportunity for professional growth of mentors.

4. To help remediate peers in need of assistance.

5. To help teachers feel a greater ownership and engagement with teaching through increased accountability in professional matters.

THE PAR PANEL

The Peer Assistance and Review Program is administered by the seven member PAR Panel. The Panel is comprised of three administrators appointed by the Superintendent and four teachers appointed by the President of the RTA. The Superintendent and the RTA President were ex officio members of the Panel during the program's first year. The Chairmanship of the Panel rotates annually between the Panel's teacher and administrator membership: during the 1986/87 school year, the PAR Panel Chairman was a teacher.

As outlined in the Negotiated Agreement, the PAR Panel is responsible for determining specific details of the PAR Program, establishing operational procedures, developing all necessary forms and documents, and managing and directing the Program. In addition, the Panel is responsible for selecting, training, monitoring and evaluating mentors. The Panel is also responsible for monitoring the progress of each intern. At the end of each school year, the PAR Panel is charged with reviewing evaluations conducted by the intern's mentor and supervisor, and with recommending the continued employment or termination of each intern to the Superintendent.

PAR Panel members were appointed in May 1986 by the Superintendent and RTA President. The Panel immediately began the process of selecting mentors.

SELECTION OF MENTORS

The criteria used for selecting mentors is outlined in the PAR Negotiated Agreement. The PAR Panel was responsible for a) developing the application process and forms; b) screening and interviewing applicants; and c) selecting and hiring the mentors. All mentor applicants were required to have at least ten years

experience with the District and have demonstrated outstanding teaching ability. In addition, successful applicants had to agree to be ineligible for appointment to any administrative or supervisory appointment during employment as a mentor and for a two year period thereafter. Mentorship is viewed by the RTA and RCSD as a step on the teacher career ladder, not as a stepping stone to an administrative position.

The Panel received and screened 83 applications and interviewed 51 candidates. To provide uniformity to the interview process, the PAR Panel developed ten key questions that were posed to each applicant. These questions were designed to solicit information about particular characteristics, skills, and experiences deemed essential for this position. After each interview, PAR Panel members rated the applicant's characteristics, skills and experiences. Knowledge of peer coaching techniques, knowledge of classroom management techniques, evidence of self control/assertiveness, and evidence of a positive attitude toward teaching were considered four of the most important attributes for the position.

Based on the application, interview and numerical rating, the PAR Panel determined that approximately 30 individuals were qualified for the mentor position.

APPOINTMENT OF MENTORS

The number of teachers appointed to the mentor position is directly related to the number of eligible interns. In early July, the Personnel Department provided the PAR Panel with an estimated number of new teachers for the 1986/87 school year. Priority areas for mentor service had been determined by the PAR Panel. The priority areas included: regular elementary; elementary and secondary special education; English; social studies; math; and the sciences. New teachers in other disciplines would be included in the program if mentor-intern case loads permitted.

Based on Personnel's initial estimates of new teachers qualifying for mentors, the PAR PANEL determined that 16 mentors would be needed. This figure was determined in accordance with the PAR Program Negotiated Agreement which specified that full time consulting teachers would have a case load of no more than eight interns and that mentors released half time would not exceed four interns.

In July, after the mentor selection process had been completed, 16 mentors were hired by the PAR Panel based on their expertise, their area of certification, and the need for mentors by grade level and certification area.

By the end of July, the Personnel Department significantly revised their figures regarding the estimates for new hires. This was due in part to teachers taking advantage of an attractive retirement incentive offered to District employees through the end of July. In addition, due to 30 day notice requirement for resignation of positions, July tends to be the month that teachers hand in their resignations. Therefore, shortly after hiring the initial 16 mentors, the PAR Panel hired an additional 6 mentors to accommodate the increased number of new hires. As of August 5, a total of 22 mentors had been hired, part-time, for the 1986/87 school year.

By the end of August the number of new hires exceeded the existing number of available internships. The PAR Panel decided that the demand for mentor services warranted that the mentors carry full time intern loads. Therefore, during the last

week of August, mentors were hired on a full time basis, and contract subs were hired to assume the classes that had been scheduled for the mentors.

ROLE AND RESPONSIBILITIES OF THE MENTORS

The purpose of the mentor teacher-internship program is to provide as much help as possible to new and inexperienced teachers. The mentor is responsible for directing the internship effort, involving building level administrators when appropriate, working with the intern to develop specific performance goals, providing expertise, and monitoring the intern's progress.

Since mentors were released full time from their classroom assignments, it was expected that they would have frequent contact with their interns. Interns on the other hand, did not receive formal release time from their classroom schedule. As such, actual classroom observation with follow up discussions and/or written summaries became the primary mode for assessing and addressing the support needs of the interns.

Mentors used a variety of techniques, methods, and both verbal and written feedback to assist the interns. Mentors instructed interns in RCSD curricula and resources. They helped to secure teaching materials, supplies and equipment. The mentors reviewed lessons plans, and assisted in the development of daily and long-range instructional planning. They observed lessons and helped the interns by analyzing the effect of teaching methods on student learning and behavior. Mentors provided demonstration lessons or arranged for the intern to observe other teachers.

The mentor answered intern questions, clarified procedures, and explained District policy and paperwork requirements. Mentors provided a sounding board for intern ideas. The mentors provided emotional support, encouragement and helped to build the confidence of the intern in their teaching abilities.

In addition to assisting the interns in developing their teaching skills and handling their other responsibilities, the mentors filed PAR Intern Status Reports on each intern in October, January and March. These reports required mentors to assess and document in writing the progress, skills and needs of the intern in the following areas: teaching procedures, classroom management, knowledge of subject/academic preparation, and personal characteristics and professional responsibilities. The mentor was required to review this report with the intern, and prior to Report's submission to the PAR Panel, both the mentor and the intern were required to sign the report. The intern was given an opportunity to submit comments regarding the Report to the Panel.

In May 1987, the mentors completed a Final Report for each intern and met with the PAR Panel to discuss the progress made by each intern during the school year.

SELECTION OF INTERNS

During the 1986/87 school year, internships were available to newly employed teachers. The PAR internships provided interns with the advice and direction necessary to make their first year with the RCSD as successful as possible. According to the Negotiated Agreement, newly employed teachers without previous experience were to be considered intern teachers and possibly assigned a mentor.

Newly employed teachers with previous teaching experience would receive internships at the discretion of the PAR Panel.

First year probationary teachers, teachers new to the District, teachers new to their certification area, and contract substitutes were all eligible for an internship. The PAR Panel identified the following priority areas for mentor assistance: regular elementary; elementary and secondary special education; English; math; social studies; and the sciences. New teachers in other disciplines were to be considered for internships as mentor case loads permitted.

Using the above criteria, the Personnel Department screened the list of newly hired teachers during the summer and in September to identify potential interns. According to Personnel records, 460 new teachers were hired for the 1986/87 school year, with 355 (77.2%) hired prior to or during September. Many of the new hires did not fit the criteria for internships because of their previous teaching experience. The names of teachers who did fit the criteria were submitted to the PAR Panel. The PAR Panel made every effort to match all new teachers fitting the criteria with mentors.

Administrators were also asked to identify new teachers who needed the assistance of mentors. Elementary administrators were informed of referral procedures for internship during an inservice in late August, and secondary administrators were informed by memo of the referral process during the first week of September. According to the PAR Chairman, approximately 25 interns were identified by administrators and referred to the Panel during the fall and early winter.

During the 1986/87 school year the PAR Program served 176 interns or 38.3% of the newly hired teachers. The other 284 newly hired teachers who did not receive the services of a mentor are referred to as non-interns throughout the remainder of this Report.

APPENDIX B

APPENDIX B

PEER ASSISTANCE AND REVIEW PROGRAM EVALUATION

EVALUATION DESIGN

The District received State and local dollars to evaluate the PAR Program. Formal evaluation of the program began in February, 1987, with the development of a comprehensive, long range plan (APPENDIX A) for evaluating the program. The purpose of the multi-year evaluation is threefold:

1. To determine whether the PAR Program has had an impact on developing and retaining good teachers.

2. To provide a mechanism for improving the program by documenting effective and ineffective practices.

3. To document efforts contributing to staff development, student achievement and professionalism.

Development of the evaluation design raised many questing that must be addressed locally. For instance: What amount of attrition in the school environment is normal and healthy?; What is the RCSD goal for retention of teachers?; and, What criteria determine whether a teacher is good? The need continues for discussion and concensus on these and other issues.

The scope of the first year evaluation of the PAR Program is less extensive than the proposed evaluation for subsequent years. The late start-up date of the evaluation, the need for concensus on issues, and also the need for multiple years of data to show trends contributed to a revised design and emphasis in this year's evaluation.

Recognizing that the experiences of new teachers are affected by actions and policies beyond the scope of the mentor/intern relationship, this year's program evaluation also examined teacher perceptions on training, hiring practices, orientation, teaching assignments and teacher evaluation. As such, this year's evaluation will provide school officials with the unique opportunity to examine how existing policies and practices effect newly hired teachers.

RESPONDENT POPULATIONS

MENTORS

During the first year of the program, the PAR Panel appointed 22 mentors: 13 females and 9 males. Five mentors, all female, are black; the remaining mentors are caucasian. The mentors ranged from age 36 to 58, with an average age of 42. To apply for a mentor position, teachers were required to have at least 10 years of experience with the District. The span of RCSD teaching experience for the 22 mentors was from 11 to 32 years, with 17 years the average length of experience.

Mentor certification reflected the priority areas for service as identified by the PAR Panel. Mentors were certified in the following areas: elementary, 8; english, 3; math, 1; science, 2; social studies, 3; and special education, 5.

All 22 mentors were included in the sample population.

TABLE 1: MENTORS AT A GLANCE

SEX:

MALE - 9 FEMALE - 13

ETHNICITY:

BLACK - 5 CAUCASIAN - 17

MENTORS AGE:

(AGE RANGE: 36-58 YEARS)
AVERAGE 42 YEARS

YEARS WITH RCSD:

RANGE 11-32 YEARS AVERAGE 17 YEARS

AREA OF CERTIFICATION:

ELEMENTARY	8
ENGLISH	3
MATH	1
SCIENCE	2
SOCIAL STUDIES	3
SPECIAL ED	5

INTERNS

The PAR Program provided internships to 176 individuals. All interns were included (surveyed) in the evaluation: 148 (84.1%) responded with useable questionnaires. These 148 interns are considered the respondent intern population. Unless noted otherwise, the evaluation results will reflect the respondent group.

Of the 148 interns, 121 are female and 27 are male. According to Personnel records, 22 of the interns were black, 8 hispanic, 117 caucasian and 1 of "other" racial origin. Interns ranged in age from 22 to 60 years. Sixty-four percent of the interns are under age 35. The highest degree earned by 96 (64.9%) interns was a Bachelors degree, 51 (34.5%) have a Masters, and 1 (0.7%) had other non-degree training.

Only 25% of the interns had no experience or less than one year experience as teachers. The majority (56.1%) of interns have provisional certification; 28.4% have permanent certification; 8.8% have certificates of qualification; 4.1% have temporary licenses; and 2.8% are either not certified or did not respond to this question. Interns were hired for a variety of positions. Positions reflect the priority areas of service, although several other areas are represented. (See Table 2)

TABLE 2: INTERNS AT A GLANCE

SEX:

MALE - 27 FEMALE - 121

ETHNICITY:

BLACK - 22 CAUCASIAN - 117 HISPANIC - 8 OTHER - 1

INTERNS AGE:

(AGE RANGE: 22-60 YEARS)

YEARS	PERCENT
20-24	24%
25-29	20%
30-34	20%
35-39	20%
40-44	8%
45 +	9%

POSITION TITLES:

ELEMENTARY	51
ENGLISH	12
MATH	10
SCIENCE	9
SOCIAL STUDIES	11
SPECIAL ED	38
ART	1
BILINGUAL	2
ESOL	4
FOREIGN LANGUAGES	2
HEALTH ED	1
INDUSTRIAL ARTS	1
KINDERGARTEN	3
MUSIC	2
READING	1

NON-INTERNS

The PAR Program did not provide internships to 284 individuals who were identified by Personnel as "new hires". All non-interns were included (surveyed) in the evaluation: 212 (74.7%) responded with useable questionnaires. These 212 non-interns are considered the respondent non-intern population. Unless noted otherwise, evaluation results for non-interns will reflect this respondent group.

Of the 212 non-interns, 177 are female and 35 are male. According to Personnel records, 17 of the non-interns were black, 7 hispanic, 182 caucasian, 1 Asian/Pacific Islander, and 5 of "other" racial origin. Non-interns ranged in age from 21 to 58 years. Forty-eight percent were under age 35. The highest degree earned by 87

(41.4%) non-interns was a Bachelors degree, 122 (57.6%) have a Masters, and 3 (1.4%) had other non-degree training.

Only 12.3% of the non-interns had no experience or less than one year experience as teachers. The majority (58.2%) of non-interns have permanent certification; 27.8% have provisional certification; 10.8% have certificates of qualification; 3.3% have temporary licenses; 0.9% have statement of continuing education; and 5.2% are either not certified or did not respond to this question. Non-interns were hired for a variety of positions. These positions are outlined on Table 3.

TABLE 3: NON-INTERNS AT A GLANCE

SEX:

MALE - 27 FEMALE - 121

ETHNICITY:

BLACK - 17 CAUCASIAN - 182 HISPANIC - 7 OTHER - 5
ASIAN/PACIFIC ISLANDER - 1

NON-INTERNS AGE:

(AGE RANGE: 21-58 YEARS)

YEARS	PERCENT
20-24	11%
25-29	19%
30-34	18%
35-39	18%
40-44	13%
45 +	20%

POSITION TITLES:

ELEMENTARY	40	HEALTH ED	3
ENGLISH	11	INDUSTRIAL ARTS	4
MATH	6	KINDERGARTEN	8
SCIENCE	6	MUSIC	8
SOCIAL STUDIES	4	READING	8
SPECIAL ED	59	BUSINESS ED	2
ART	3	MECHANICAL	2
BILINGUAL	2	PHYSICAL ED	12
ESOL	8	HOME ECONOMICS	6
FOREIGN LANGUAGES	11	MISCELLANEOUS	9

PROCEDURE

A list of all new hires for the 1986/87 school year was obtained from the Personnel Department. For the purposes of this study, new hire was defined as any teacher who had a current hire date of September 2, 1986 to April 30, 1987. The September 2 date included all persons hired during the summer for the school year. Interns were identified from this list; and the remaining individuals were considered non-interns.

To facilitate sorting and data manipulation, and to track individuals over a multiyear period, codes were entered into the permanent Personnel data base record: I for intern, C for non-intern, and M for mentor. The Personnel data base file is extremely extensive and was used to provide most of the demographic information on the teachers.

Three surveys were developed for the study. The survey for the interns, SURVEY OF TEACHERS PARTICIPATING IN THE MENTOR TEACHER PROGRAM, was developed by the researcher in conjunction with two active committees. Members on both committees were mentors: one committee had elementary mentors, while the other had secondary mentors. The survey for non-interns, SURVEY OF FIRST YEAR TEACHERS WITH THE RCSD, was an amended version of the intern survey. The SURVEY OF MENTORS was developed by the researcher.

Intern and non-intern surveys were distributed on May 26, 1987. One week prior to the survey mail date, interns and non-interns received a survey pre-contract letter. The letter signed by the Superintendent, the President of the RTA, and the PAR Panel Chairman, informed them that they would receive a survey, explained the purpose and importance of the survey, and requested that they complete and return the survey as quickly as possible.

Survey packets were mailed to interns and non-interns at the end of May. Each packet consisted of a cover letter, numbered survey, and pre-addressed return envelope. The cover letter, signed by the Superintendent, RTA President and PAR Panel Chairmen, once again explained the importance of the survey and requested that the survey be completed and returned as quickly as possible. The letter also assured the recipient that survey results were confidential and would not be identifiable by mentor or individual. It explained that the purpose of the sequence number on the survey was to be sure that respondents were not bothered by reminder letters once they had completed and returned the survey. Interns and non-interns were informed that a summary of the findings would be published in an future issue of the RCSD Journal of Staff Development. Respondents were instructed to return the survey, under seal, in the pre-addressed envelope.

Interns were informed that their mentor would be available to take over a class while they completed the survey. Completion of the survey by non-interns was strictly on a voluntary basis.

Two weeks after the surveys were mailed, non-respondents were mailed a reminder note. One week later a second note was mailed.

Mentors received the SURVEY OF MENTORS in mid June. The cover letter from the PAR Panel Chairman requested that the mentors complete the survey immediately and return it under seal in the pre-addressed envelope. Mentors were assured that the information on the survey was confidential and would not be identifiable by

mentor. Reminder letters (as many as were needed) were sent on a personal basis from the researcher.

INSTRUMENTS

The SURVEY OF TEACHERS PARTICIPATING IN THE MENTOR PROGRAM is a 262 item survey in an open and fixed response format. The 12 section survey asked questions on personal background, preparation for teaching career, previous work experience, work experience for the RCSD, current work experience, orientation, initial perceptions, the mentor program, staff development and other support, observation and evaluation, plans for the future, and satisfaction.

The SURVEY OF FIRST YEAR TEACHERS WITH THE RCSD is a 242 item survey in an open and fixed response format. This SURVEY is an amended version of the intern survey. As such, the SURVEY contains 12 sections with questions closely paralleling the intern survey. One section, the 1986/87 school year, replaced the mentor program section in the intern survey.

The SURVEY OF MENTORS is a 94 item survey in an open and fixed response format. The 7 section survey asked questions on mentor training, activities this year, roles and responsibilities, assessment and evaluation, systemic issues, expectations, and recommendations.

DATA ANALYSIS

As surveys were received, open ended responses from the intern and non-intern surveys were typed directly into the computer (DataBase III software was used). These responses were then categorized and coded based on similar themes. As the researcher and assistant reviewed questionnaires prior to keypunching, open ended question responses were coded appropriately. Survey responses were keypunched, with double verification, by an outside organization. The resulting tape was processed internally. Survey information was consolidated with salary and demographic information from fourth quarter, Personnel Data Base information. Using SAS software, the RCSD's Data Retrieval Unit provided summary counts for all questions, cross tabulations of results as specified, etc. Selected results are included in this report.

Mentor surveys were treated differently. Responses were entered directly into the computer (using DataBase III), aggregated, and sorted. For some open-ended questions, responses patterns were identified and categorized. Results from some of the questions are included in this report.